

Elementary and Secondary Education Act

as Reauthorized by the
No Child Left Behind Act of 2001

Adequate Yearly Progress (AYP)

2009-10 School Year

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Topics

AYP-Adequate Yearly Progress

- Processes
- Indicators
- Student Groups
- AMO-Annual Measurable Objective
 - Thresholds
 - Exclusions
- 2009-2010 Outcomes
- NCLB Report Card
- Important Dates



Overview of Adequate Yearly Progress

2009-10 School Year



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AYP Determination Overview

- Who receives an AYP determination?
 - All public schools and districts, regardless of size, as well as the state as a whole.
- There are three processes used to make determinations.
 - Calculated Process
 - Small Schools Accountability Process (SSAP)
 - Feeder Schools Process



AYP Determination Processes

- The process used for a given school/district is determined by the following factors :
 - # tested and included in proficiency calculations or annual measurable objective (AMO).
 - Whether any tested grades are served.
- Determinations are based solely on statistical methods.
- Schools and districts with at least 30 students included* (may include the current year, two-year, or three-year total) in the calculations for reading and math proficiency scores are evaluated using the Calculated Process.

* Foreign Exchange, 1st year LEP, NSAY/NDAY, and results of a CRT regular test taken with a nonstandard accommodation are excluded from reading and math proficiency scores



Calculated Process AYP Indicators

- Making Adequate Yearly Progress (AYP) according to the federal definition requires achieving all the specific objectives.
 - Reading Achievement*
 - Math Achievement*
 - Participation Rate*
 - Attendance Rate (elementary)**
 - Graduation Rate (high school)**

* Every student group

** All Students Combined group only



Student Groups in the Calculated Process

A great deal of “Making AYP” depends on the performance of ten student groups.

- **All** - All Students Combined
- **AmInd** - American Indian/Alaskan Native
- **Asian** - Asian
- **Hisp** - Hispanic or Latino
- **Black** - Black or African American
- **White** - White, Non-Hispanic
- **PacIsl** - Native Hawaiian or Pacific Islander
- **Disab** – Students Participating in IDEA Programs
- **FR** - Free/reduced lunch, or economically disadvantaged
- **LEP** – Limited English Proficiency



Four Changes in the 2010 AYP Calculations

- Exclude students that tested with nonstandard accommodations.
- Target for graduation rate increased to 85%.
- Three years of data versus five years of data used in the Small Schools Accountability Process.
- The best of current year, two-year, or three-year percent at or above proficiency (uniform averaging).



Example of Uniform Averaging

Math

Year	# At or Above Proficient	# Tested	Percent At or Above Proficiency
2010	15	25	60%
2009	17	27	62%
2008	23	29	68%

The highest percent at or above proficiency is using 3 years of data. Total Count equals 81.



Minimum N Requirements for the Calculated Process

- In order to be certain that AYP determinations are valid and reliable, a minimum cell size (minimum N) has been established. Total tested students in grades 3-8, and 10.
- Minimum N requirements vary depending on the indicator being evaluated at that level.
- Total student group tested equal to 30 or more may include the current year, two-year, or three-year total.
- Any student group meeting minimum N requirements and not meeting indicator target could result in a school/district not making AYP.



Calculated Process

Reading & Math Proficiency Scores (2)

- For all student groups meeting minimum N requirements, the percent of students scoring proficient and above in a subject plus a 95% one-tailed confidence interval must be greater than or equal to the subjects proficiency target or annual measurable objective (AMO).
 - Reading Target = 83%
 - Math Target = 68%



Calculated Process Reading & Math Participation Rates

- NCLB requires that 95% of students be tested in all subgroups.
- All groups of 40 or more must test minimum 95%.
- Flexibility surrounding participation rates also allows for averaging data up to three years.

NOTE: Foreign exchange students and students not enrolled for the full academic year must participate in the test, although their scores are not used in AMO calculations. First year LEP/ELL (English language learners) must participate .



Calculated Process Additional Academic Indicators

- Attendance rate for public elementary schools/districts (includes elementary, 7-8's, middle schools).
- Graduation rate for public secondary schools/districts.
- Aggregate groups/cohorts meeting minimum N requirement (30), must meet 80% goal or make improvements towards goal for attendance rate or must meet 85% goal or make two percentage points for improvements towards the goal for graduation rate.

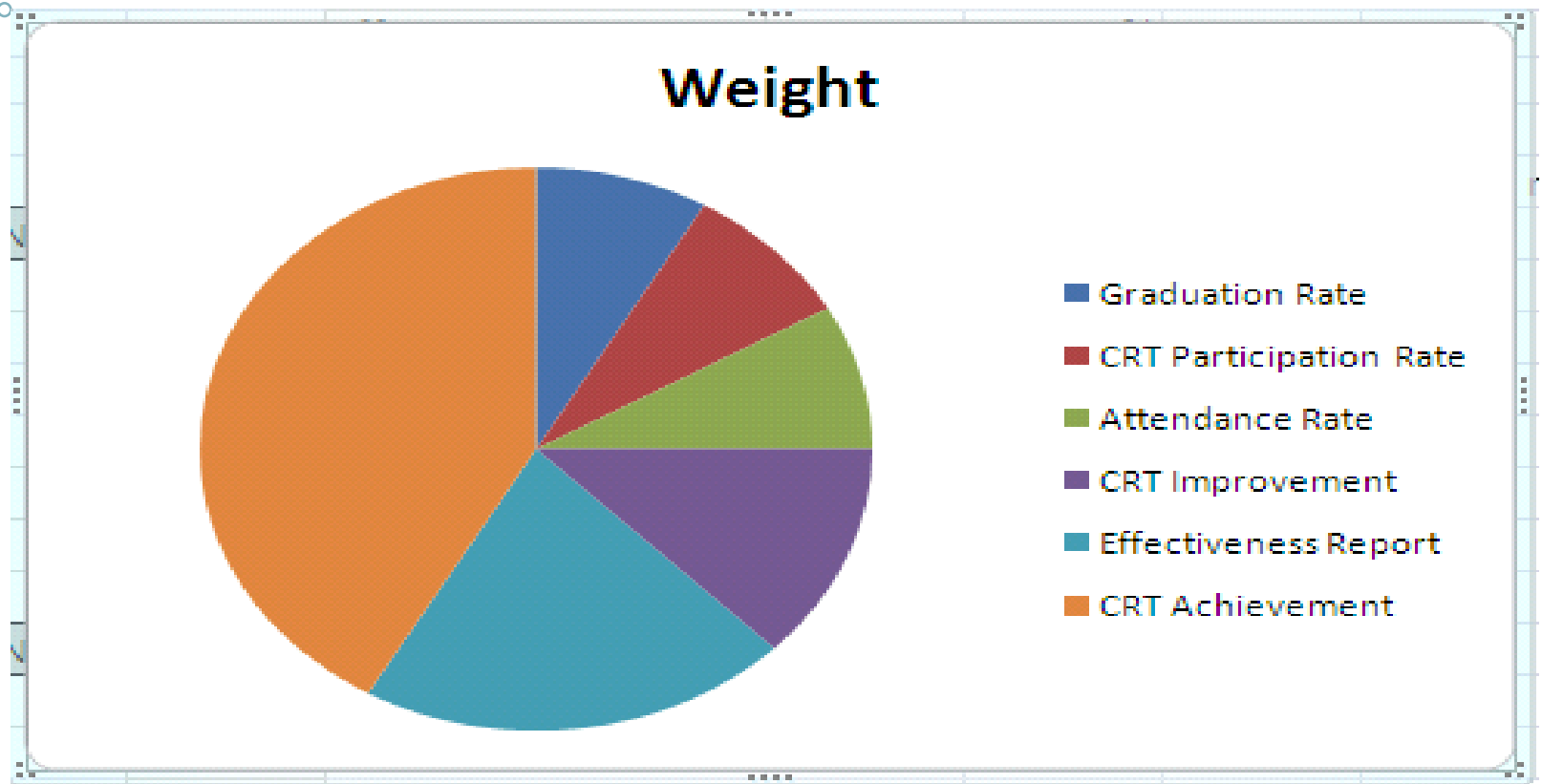


Small Schools Accountability Process (SSAP) Overview

- Data sets evaluated in 2010
 - CRT scores and participation rates
 - Additional academic indicator performance (attendance or graduation rate)
 - Review of school/district Effectiveness Report
 - Annual goals and action plan
 - Professional development
 - Curriculum development
 - Continuous improvement and change activities



Small Schools Accountability Factors



Small Schools Accountability Process

- **CRT Achievement-Three Years of Data**
 - One point possible per year in reading for making the Annual Measurable Objective (AMO) of 83 percent of students proficient.
 - One point possible per year in math for making the Annual Measurable Objective (AMO) of 68 percent of students proficient.
 - One point possible per year for each student group making the Annual Measurable Objective (AMO) in each subject.
 - If there are ten or more students in the student group
 - The actual points are weighted by ten.
- **CRT Participation Rate**
 - One point possible for achieving a rate of 95 percent
 - Based on the best rate from:
 - Current year,
 - Current year averaged with previous year, or
 - Current year averaged with previous two years.
 - The actual point is weighted by two.



Attendance Rate or Graduation Rate Indicator

- Grades K-8
 - One point for meeting the 80 percent threshold or showed improvement toward meeting that threshold for attendance rate from the previous year.
- Grades 9-12
 - One point for meeting the 85 percent threshold or for a 2 percentage point improvement toward meeting that threshold for graduation rate from the previous year.

The actual point is weighted by two.

CRT Improvement- over time using these two intervals

SY 07-08 to SY 08-09, and SY 08-09 to SY 09-10

- One point possible for the “all students” group showing improvement in reading from each previous year.
- One point possible for the “all students” group showing improvement in math from each previous year.
- One point possible per other student group showing improvement in each subject from the previous year.
- If there are ten or more students in the student group.

The actual points are weighted by three.

Effectiveness Report - The actual points are weighted by five.



Small Schools Threshold Setting

- Comprehensive review of multiple data sets by committee.
- School identity not known by committee for evaluation.
- Percentage of total possible points determines final AYP determination.



Feeder Schools Process Overview

- Feeder School Process
 - School that does not serve any of the tested grades (e.g. PK-2 grade span).
 - Feeder schools receive the AYP status of the school into which their students feed into, also called receiving school.
 - Since receiving schools can receive their determinations using either the small schools or the calculated process, feeder school determinations can be the product of either process.



Overview of AYP Statuses

- Statuses assigned to indicators and overall depend on whether school/district receives Title I funds.
- For a school/district to be “Identified for Improvement”, must miss same indicator at least two years in a row.
- Once in improvement, must meet targets for indicator at least two years in a row to get out of improvement.



AYP Appeals Process

- All schools and districts are given proposed AYP status and a review period in which they can appeal.
- The school/district must provide evidence to support the challenge to OPI.
- OPI reviews appeals and makes final AYP determinations.



Summary of State, School, and District, AYP Determinations

2009-10 School Year



State-level AYP Determinations

2009-10 School Year



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- 139,599 students enrolled for testing window enrollment count (PK-12).
- 70,601 students tested and in the AMO calculations.
- State went through calculated process.
- So, how did Montana do?



- State of Montana went into Improvement Status- Year 7.
 - Missed Reading AMO for:
 - AmInd
 - Hisp
 - Black
 - Disab
 - FR
 - LEP
 - Missed Math AMO for:
 - All
 - AmInd
 - Hisp
 - Black
 - Disab
 - FR
 - LEP

Missed Graduation Rate



Group	% Prof Reading	Reading Part Rate	% Prof Math	Math Part Rate	Attendance Rate	Graduation Rate
All students	84	100	67	100	94	81
White	88	100	72	100	NA	NA
Black	82	99	57	100	NA	NA
Hispanic	79	99	58	99	NA	NA
Native Hawaiian or Pacific Islander	91	100	73	100	NA	NA
Am. Indian/Alaskan Native	64	99	41	99	NA	NA
Asian	90	100	79	100	NA	NA
Economically Disadvantaged	76	99	55	99	NA	NA
Limited English Proficient	37	98	21	99	NA	NA
Students with Disabilities	51	98	31	98	NA	NA

Targets:

83%

95%

68%

95%

80%

85%



State-level Participation, Attendance, and Graduation Rates

- State made participation target rate of 95% for all student groups.
- State-level Attendance Rate = 94% for 2009-10 school year (target = 80%).
- State-level Graduation Rate = 81% for 2008-09 school year (target = 85%).



District-level AYP Determinations

2009-10 School Year



418 District Were Evaluated

Of those:

- 278 Made AYP (66.5%)
67.6% in 2009
- 139 Did Not Make AYP (33.3%)
31.9% in 2009
- 1 Received an NA status due to structure change (0.2%)
.5% in 2009

110 Districts Identified for Improvement



- District-level determinations were made using one of the following processes:
 - Calculated Process
 - 253 districts (60.5%)
61.7% in 2009
 - Small Schools Accountability Process
 - 165 districts (39.5%)
38.3% in 2009



253 Districts Were Evaluated Using Calculated Process

Of those:

- 141 Made AYP (55.7%)
51.7% in 2009
- 112 Did Not Make AYP (44.3%)
49.3% in 2009
- 92 districts of 253 “Identified for Improvement” (36.4%)
94 Districts were “Identified for Improvement”
(36.3%) in 2009



165 Districts Were Evaluated Using SSAP

Of those:

- 137 Made AYP (83.0%)
(93.2%) In 2009
- 27 Did Not Make AYP (16.4%)
(5.6%) in 2009
- 1 Received an NA status due to structure change (.6%)
(1.2%) in 2009
- 12 districts of 165 “Identified for Improvement” (7.3%)
6 Districts were “Identified for Improvement” in
2009 (3.7%)



School-level AYP Determinations

2009-10 School Year



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823 Schools Were Evaluated

Of those:

- 597 Made AYP (72.5%)
73.3% in 2009
- 225 Did Not Make AYP (27.3%)
26.2% in 2009
- 1 Received an NA status due to structure change (0.5%)
4 in 2009

177 Schools Identified for Improvement



- School-level determinations were made using one of the following processes:
 - Calculated Process
 - 463 schools (56.3%)
 - Small Schools Accountability Process (SSAP)
 - 347 schools (42.2%)
 - Feeder Schools Process
 - 13 schools (1.6%)



463 Schools Were Evaluated in the Calculated Process

Of those:

- 289 Made AYP (62.4%)
60.3% in 2009
- 174 Did Not Make AYP (37.6%)
39.7% in 2009
- 144 schools of 463 “Identified for Improvement” (31.1%)
27% in 2009



347 Were Evaluated In Small Schools Accountability Process

Of those:

- 301 Made AYP (86.7%)
92.2% in 2009
- 45 Did Not Make AYP (13.0%)
6.7% in 2009
- 1 Received an NA status due to structure change (.3%)
1.2% in 2009
- 24 schools of 347 “Identified for Improvement” (6.9%)
5.2% in 2009



13 Were Evaluated Using The Feeder School Process

Of those:

- 7 Made AYP (53.8%)
33.3% in 2009
- 6 Did Not Make AYP (46.2%)
66.7% in 2009
- 9 schools of 13 “Identified for Improvement” (69.2%)
58.3% in 2009





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Welcome to ...

Continuous School
Improvement
Plan/Annual Progress
Report

**Adequate Yearly
Progress**

AIM

Annual Data Collection

Indian Education Data,
Research & Reports

Adequate Yearly Progress

The following report the status of all Montana schools and districts in meeting the federal requirements of the No Child Left Behind Act:

[2010 Summary of Schools and Districts AYP Statistics:](#)

This file provides a summary of All Montana Schools and Districts

[All Montana Public Schools:](#) This file provides a list of the status of all Montana schools meeting the "adequate yearly progress" (AYP) requirements of the federal "No Child Left Behind" Act

[All Montana Public School Districts:](#) This file provides a list of the status of all Montana school districts in meeting the "adequate yearly progress" (AYP) requirements of the

- [2010 Press Release](#)
- [2010 AYP FAQ](#)
- [Understanding the Numbers](#)
- [Adequate Yearly Progress Manual](#)
- [Small Schools Accountability Process](#)
- [Intervention Summary for Title I](#)



NCLB Report Card

Reports and Data > NCLB Report Card

PLEASE SELECT A REPORT FROM ANY OF THE POP-UP MENUS BELOW:

Report Type: Academic Indicator by Grade & Subject ▼

Report Level: State ▼

District: Choose a District if the Report Level is 'District' ▼

School:

Choose a School if the Report Level is 'School' ▼

Year: 2009-2010 ▼

Grade: All Grades Combined ▼

(Only applies to the "Academic Indicator by Grade & Subject" report)

Create Report



2011 AYP calculations will continue to use the following:

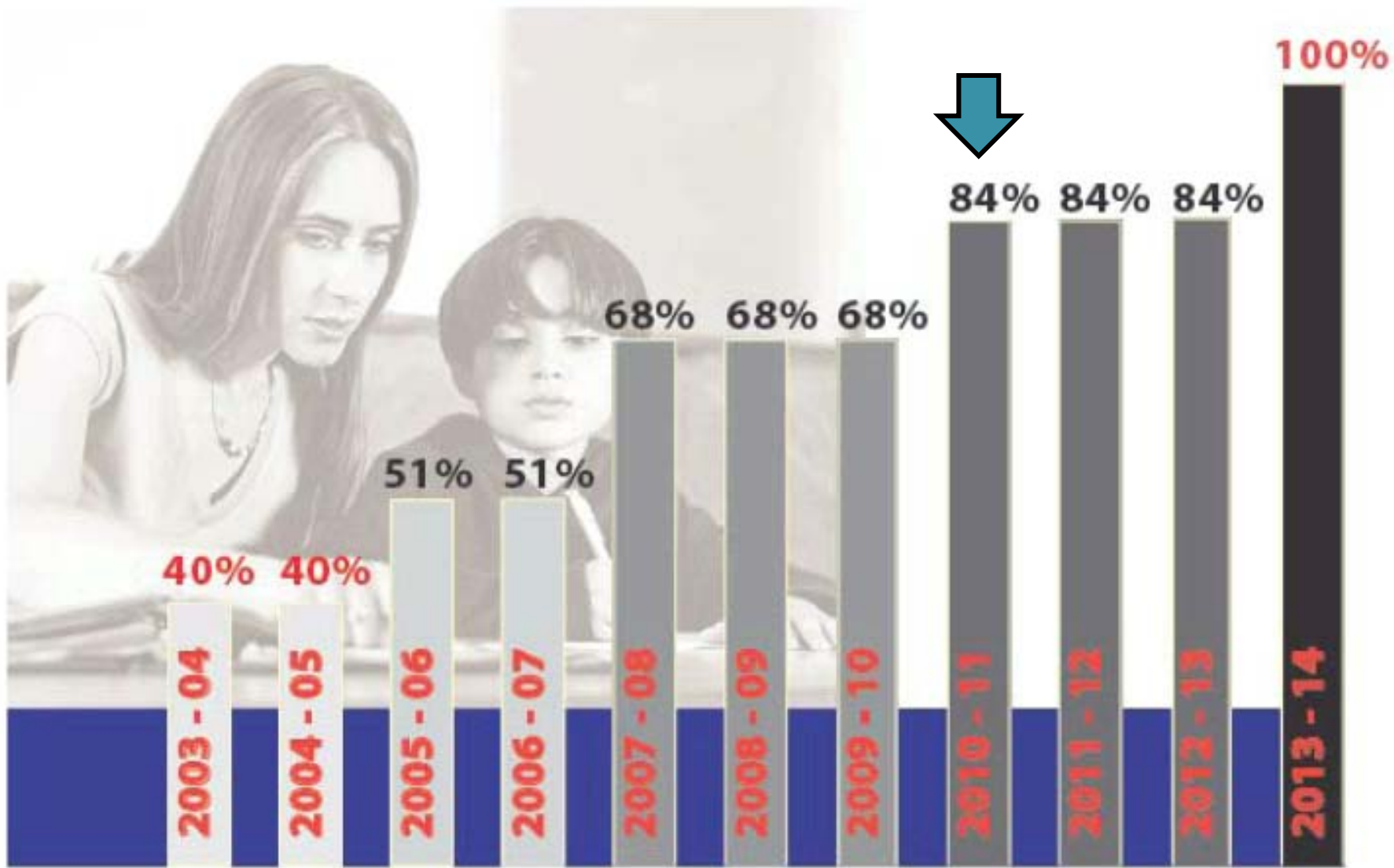
- The best of current year, two-year, or three-year percent at or above proficiency.
- Exclude students that test with nonstandard accommodations.
- Target for graduation rate of 85%.
- Three years of data versus five years of data used in the Small Schools Accountability Process.

The following amendment has been submitted to the U.S. Department of Education for approval:

Including Formerly Served Students with Disabilities in the Calculation of AYP

In determining AYP for the subgroup of students with disabilities, Montana will include, for up to two AYP determination cycles, the scores of students who were previously classified as students with disabilities but who no longer receive special education services. The inclusion of the assessment scores of these students in AYP calculations for the students with disabilities subgroup will occur only in those instances in which the existing students with disabilities subgroup in the school or district has not made AYP.





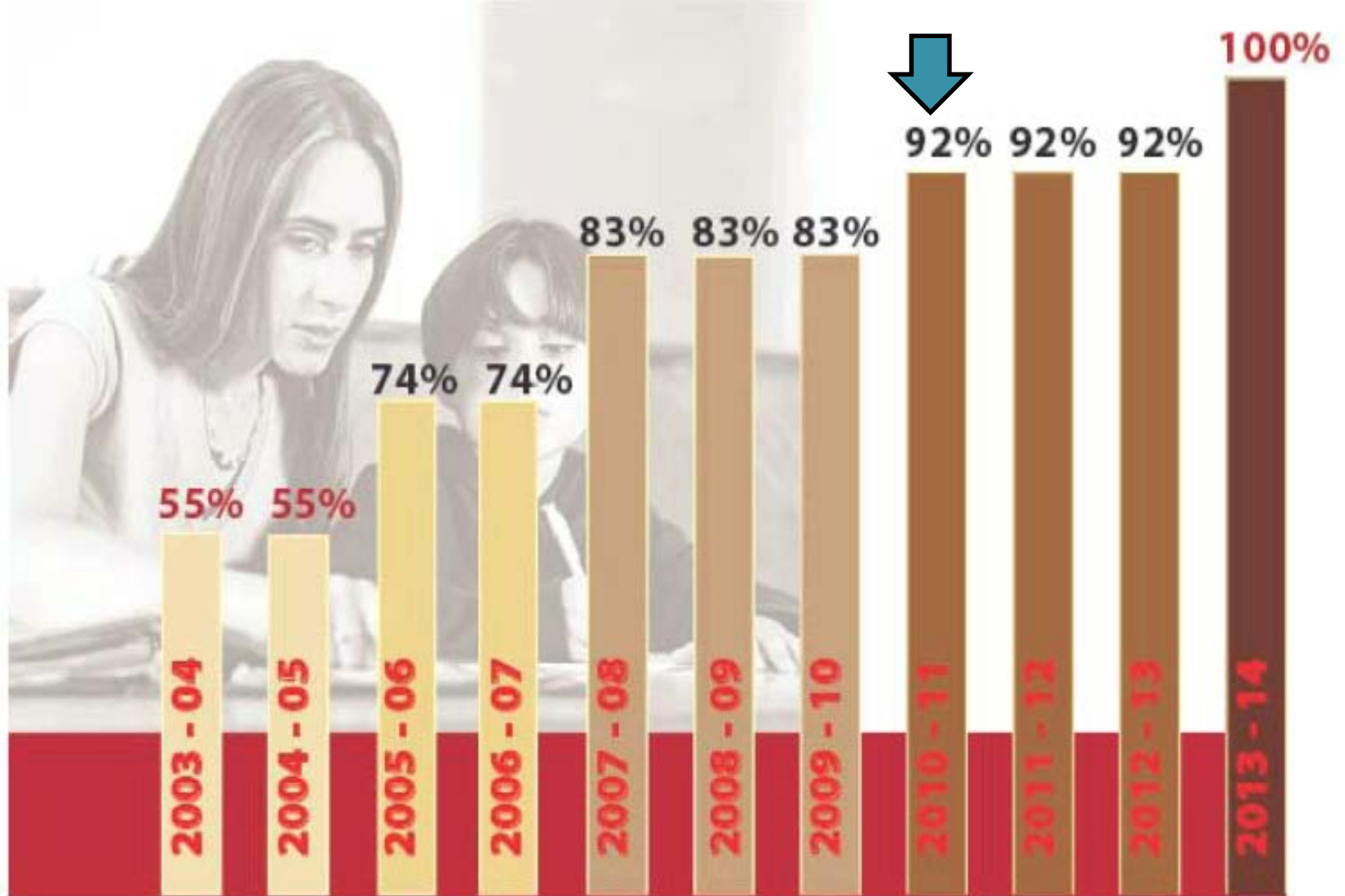
Montana Annual Measurable Objective

Math



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Montana Annual Measurable Objective



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Reading

Current Year Dates

February 2nd Barcode Label Information to Measured Progress

March 1st – 24th ~~ CRT Test Window

March 1st – 25th ~~ AIM Program Participation Collection

March 15th – 25th ~~ Test Window Attendance Collection

March 15th ~~ Count Date

May 27th ~~ CRT Data from Measured Progress

June 17th ~~ Proposed AYP Determinations **

July 29th ~~ Final AYP Determinations **

